Spanish-English Picture Dictionary

DEVELOPED BY J. D. ALEXANDER

2007

Bilingual Picture Dictionary
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Introduction

Why a picture dictionary?

When two people do not share a spoken language, it is often still possible to communicate through gesture and pictures. As a tutor, I often find myself drawing pictures to help explain show my students what I mean. When words are insufficient, it seems natural to use images to clarify meaning—that's why we have blueprints for building houses and photographs of plants in seed catalogs instead of just descriptions. When a friend travels to a place we've never been, of course we want to hear the stories, but we appreciate pictures as a means of conveying what words cannot (yes, the water was *that* blue).

But drawing on the spur of the moment has some major limitations. One doesn't always have the proper materials (and it is tricky to draw "plum" without it being mistaken for "peach" if you don't have crayons or colored pencils and "fuzzy" isn't in the shared vocabulary yet). Some people can't draw realistically enough for this purpose—especially when they want to communicate quickly. So, when I asked an administrator what her teachers needed to better help their students who speak Spanish and she told me that a picture dictionary would be helpful, I thought that made perfect sense. I actually thought that the need for such a thing was so obvious that there would already be a good one readily available.

There are many fine picture dictionaries, but they are not usually bilingual. The bilingual dictionaries that do exist generally aren't illustrated. Or the text and the illustrations aren't well integrated, or the book is cumbersome to use. Certainly I was not able to find one that was edited to include only words that would be most relevant in a school setting, freely available via the Internet, and easy to customize. That is what I have tried here to create.

Research as well as anecdotal evidence supports the idea that this tool could be useful in the classroom. In their article "What We Know about Effective Instructional Practices for English-Language Learners" Gersten and Baker (2000) identified the practice of "building and using vocabulary as a curricular anchor" and "using visuals to reinforce concepts and vocabulary" as the top two of their five specific instructional variables that can be "critical components for instruction." Particularly in regards to using visuals, they write:

> Two of the intervention studies and several of the observational studies noted that the use of visuals during instruction increased learning… Rousseau et al. (1993) used visuals for teaching vocabulary (i.e., words written on the board and the use of pictures), and Saunders et al. (1998) systematically incorporated visuals for teaching reading and language arts. Because the spoken word is fleeting, visual aids such as graphic organizers, concept and story maps, and word banks give students a concrete system to process, reflect on, and integrate information….
>
> Implementation of even simple techniques, such as writing key words on the board or flip chart and discussing them, can enhance meaningful English-language development and comprehension. The professional work groups concurred that even the simplest integration of visuals is drastically underutilized (Gersten & Baker, 2000).

About the words included

The list of words that appear in this dictionary is the result of discussions with many educators (general classroom, ESL, special education, school administrators, college professors, etc.) and students about what would be most useful. Having only a limited amount of time in the semester, I tried to create a relatively short list of high utility words tailored to the school setting. I then chose words from this list that would be possible to

illustrate clearly. "To know" is something that would undoubtedly be useful in a school setting, and it is one of the 12 verbs Biber and Conrad (2001) found to be most frequently occurring in the English language (more than 1,000x per 1,000,000 words). Unfortunately, it is difficult to clearly illustrate an abstract concept like "to know."

I have sorted the words into categories that I hope will make intuitive sense to others as well as myself. Each category is stored as a separate document on the CD, so that users can select as many or as few as they would like to print.

Within each category, I have arranged the entries alphabetically according to the English translation. I choose to alphabetize on the basis of the English rather than the Spanish so that, if this dictionary proves useful enough for someone to want to translate it (into Korean? Chinese?) for the use of other English language learners that can be done without rearranging the order of the entries. I have done my typing throughout the dictionary in text boxes so, again, it should be easy to edit. I have put each entry in the target language (English) in bold type, the entry in Spanish in italics, and used smaller, plain type to show the use of the words in a sentence, if I could think of a short, good one.

About the images

Since this dictionary's first purpose is to serve Latino students, as much as possible I have tried to use Latino people as models for the illustration of verbs, family relationships, etc. This was more difficult than one might imagine. When I was not able to find Latino models willing to be photographed, I made use of flickr.com to search for images, often using Spanish search terms in the hopes of finding photographs of and by Latinos.

If I was not able to do find such images, and because this dictionary may be used for other English Language Learners, I tried to use a variety of diverse models. One of the great things about the United States of America is our diversity—not everyone looks or speaks or thinks alike. And so, partially out of desperation to illustrate certain concepts, but mostly because we do wish to be part of a diverse community, my very patient husband is pictured twice, and my hands and body are in here, too.

Possible additions

There are many other words that I would have liked to illustrate, if I had had more time. At the beginning of this project I did not imagine that it would take nearly so long as it did to find and edit each image. "*Del dicho al hecho, hay mucho trecho*" (from the word to the deed, there is a long trip).

I think it might be useful to illustrate the feeling "ill," the object-noun "locker," as well as various foods, and school personnel such as "bus driver" "custodian," "principal," etc, and several other verbs including "to have," to need," and "to wait." I hope that these entries and others may be added at a later date.

Student Pages

paginas sobre el estudiante

Mi nombre es: ____

My name is: ____

Este es un dibujo de las personas en mi familia que viven conmigo.

Here is a drawing of the people in my family who live with me.

En mi escuela, ____,

estoy en la clase de ______________________________.

In my school, ____,

I am in ____________________________________class.

Paginas sobre el estudiante
Student Pages

Mi color favorito es ______________________________

My favorite color is ______________________________

Los colores:	The colors:
Rojo	Red
Anaranjado	Orange
Amarillo	Yellow
Verde	Green
Azul	Blue
Morado	Purple
Marrón	Brown
Negro	Black
Gris	Grey
Blanco	White



Me gusta comer mi comida favorita. Mi comida favorita es:

____

I like to eat my favorite food. My favorite food is:

____





Developed by J.D. Alexander
2007

Student Page

pagina sobre el estudiante

Mi nombre es: ____

My name is: ____

Yo nací en ___________________el______de______________________.
(ciudad) (dia) (mes, año)

I was born in ______________on the ______of____________________.
(city) (day) (month, year)

Hay _____ personas en mi familia que viven conmigo. Ellos son:
(numero)

____.

There are _____people in my family who live with me. They are:
(number)

____.

Mis cosas favoritas	My favorite things
Color…	Color…
Canción…	Song…
Película…	Movie/film….
Libro…	Book…
Deporte…	Sport…
Comida….	Food…

En mi escuela, _______________, estoy en la clase de ________________.

In my school, ___________________, I am in ______________________class.

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2007

Objects: furniture & fixtures

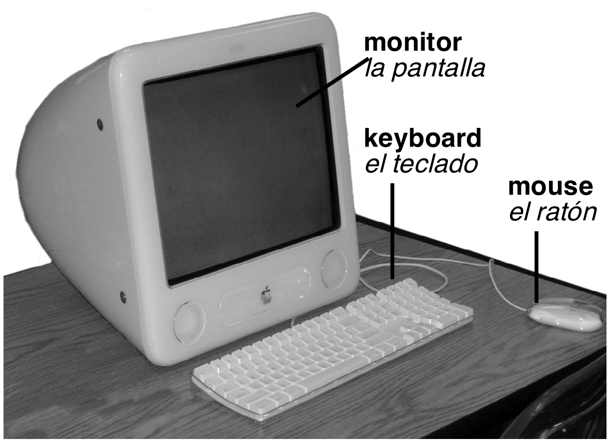
objetos:muebles y accesorios



board
la pizarra (el pizarrón)



chair
la silla



computer
la computadora



desk
el escritorio

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2007

Objects: furniture & fixtures
objetos:muebles y accesorios





door
Please close the door.

la puerta
Por favor, cierra la puerta.

phone
el teléfono





sink
el lavabo

table
la mesa

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2007

Objects: furniture & fixtures
objetos:muebles y accesorios



trash can
el basurero



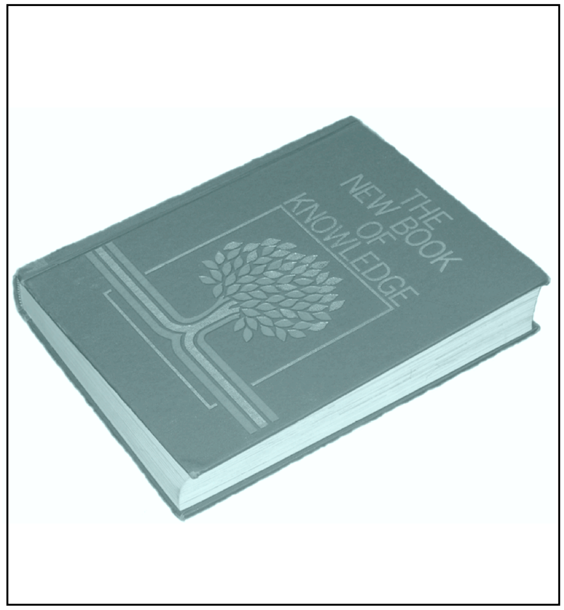
water fountains
los bebederos de agua

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2007

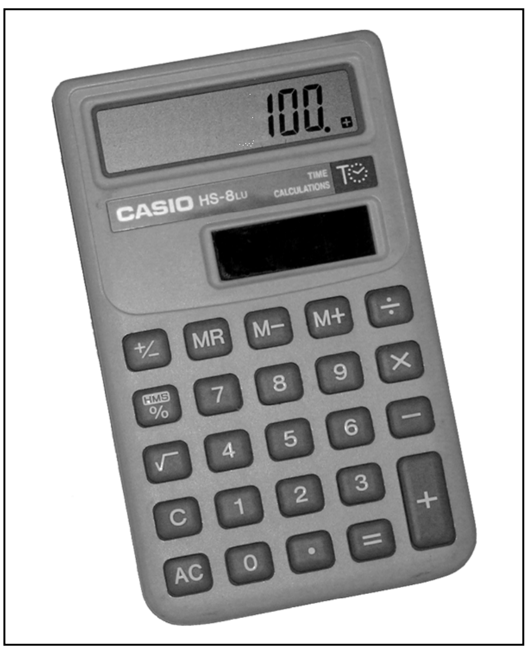
School Supplies
materiales escolares



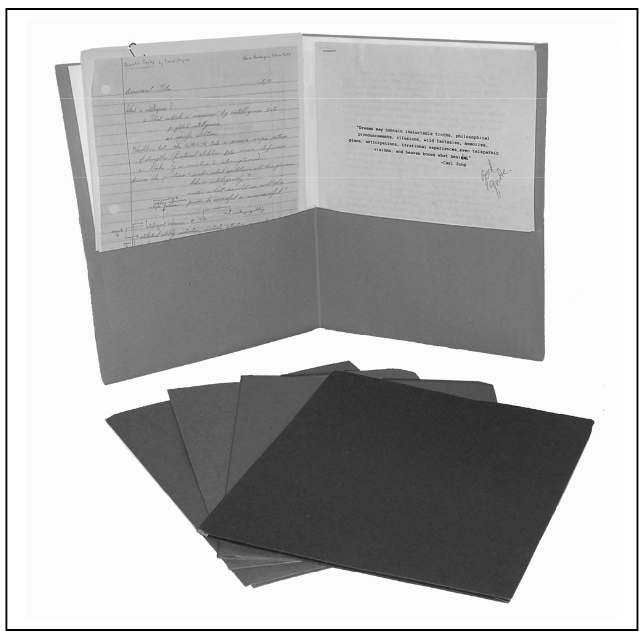
a backpack
una mochila



a (closed) Book
Open your book
un libro (cerrado)
Abre tu libro.



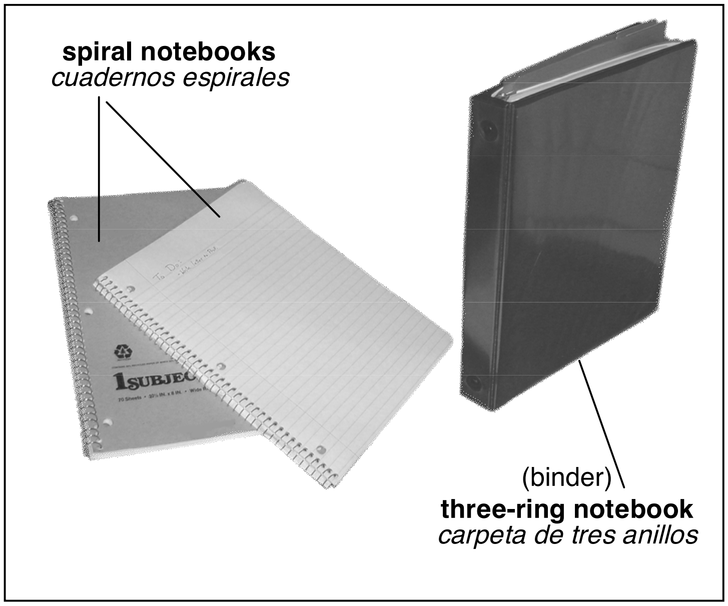
a calculator
una calculadora



the folders
las carpetas

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2007

School Supplies
materiales escolares



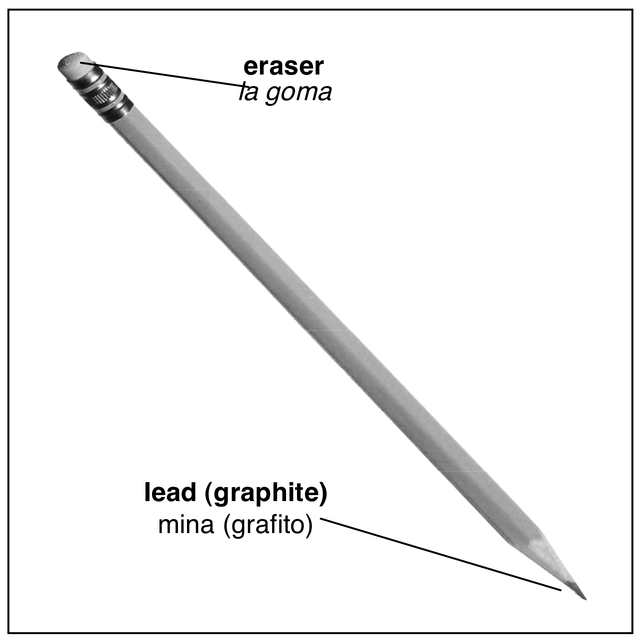
the notebooks
los cuadernos



some pieces of paper
unas hojas de papel



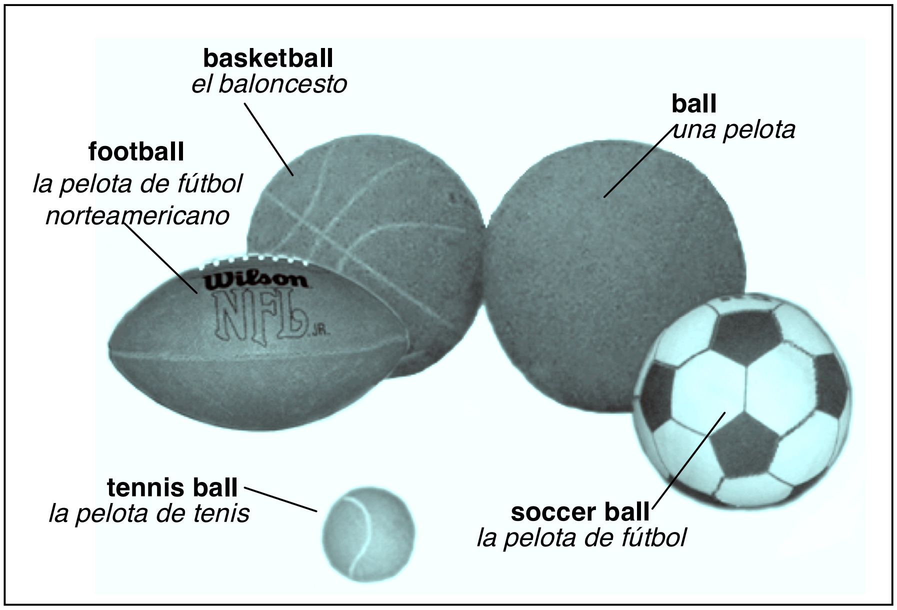
two pens
dos plumas



a pencil
un lápiz

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2007

Miscellaneous Objects
objetos misceláneos



five balls
cinco pelotas



the jacket
la chaqueta

Developed by J.D. Alexander
2007

Places
lugares



the art room
la sala de arte



the bathroom
el baño



the bus
el autobús (camión)



the cafeteria
la cafeteria

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2007

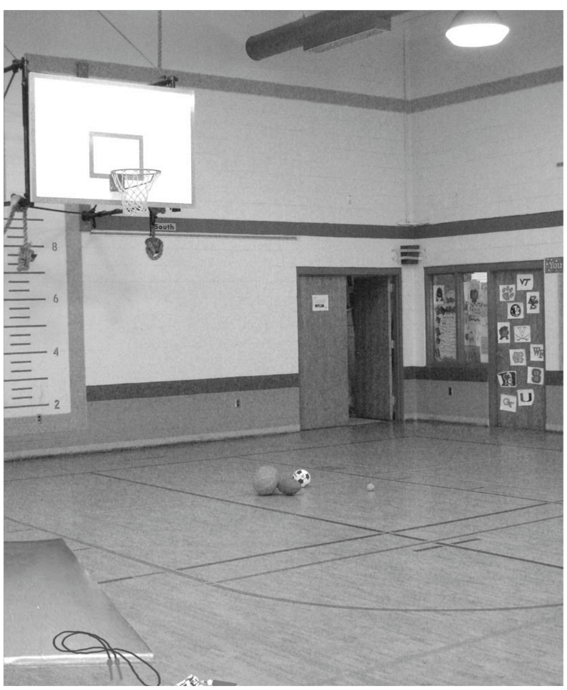
Places
lugares



the classroom
el salón de clase



the computer lab
el laboratorio de computadoras



the gym
el gimnasio



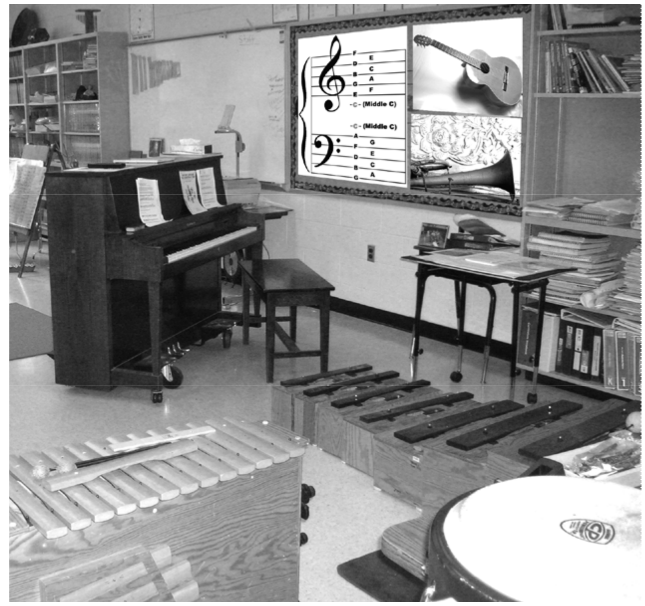
the hallway (corridor)
el corredor

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2007

Places
lugares



the library (media center)
la biblioteca



the music room
la sala de música



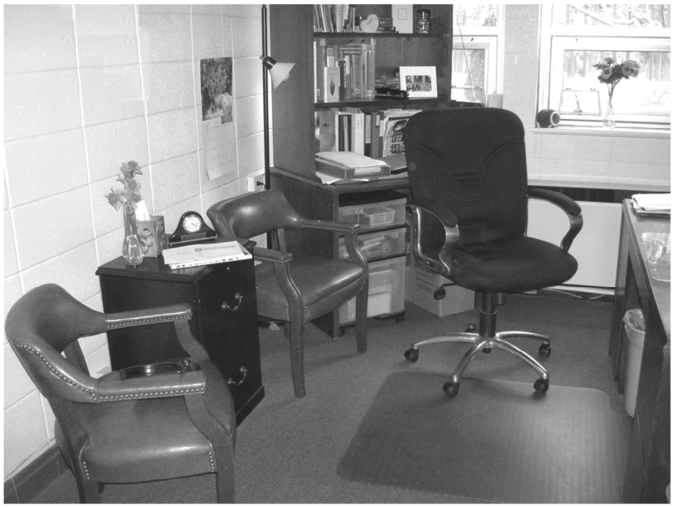
the nurse's office
la oficina del enfermero (o de la enfermera)



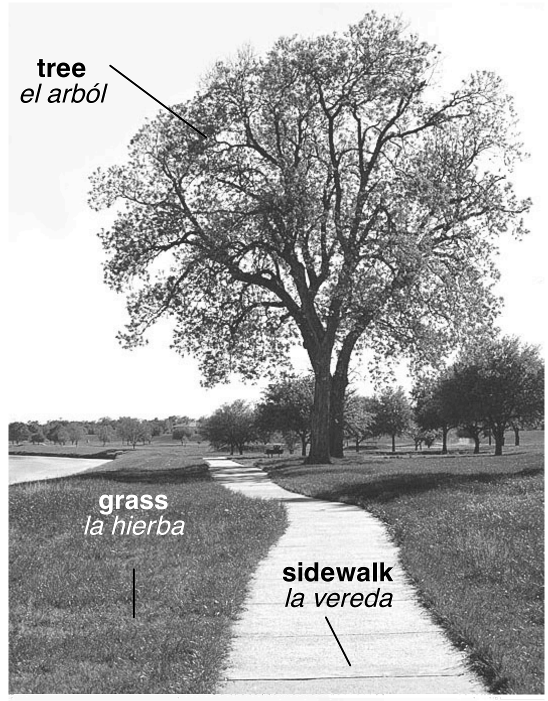
the playground
el patio de recreo

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2007

Places
lugares



the principal's office
la oficina del director



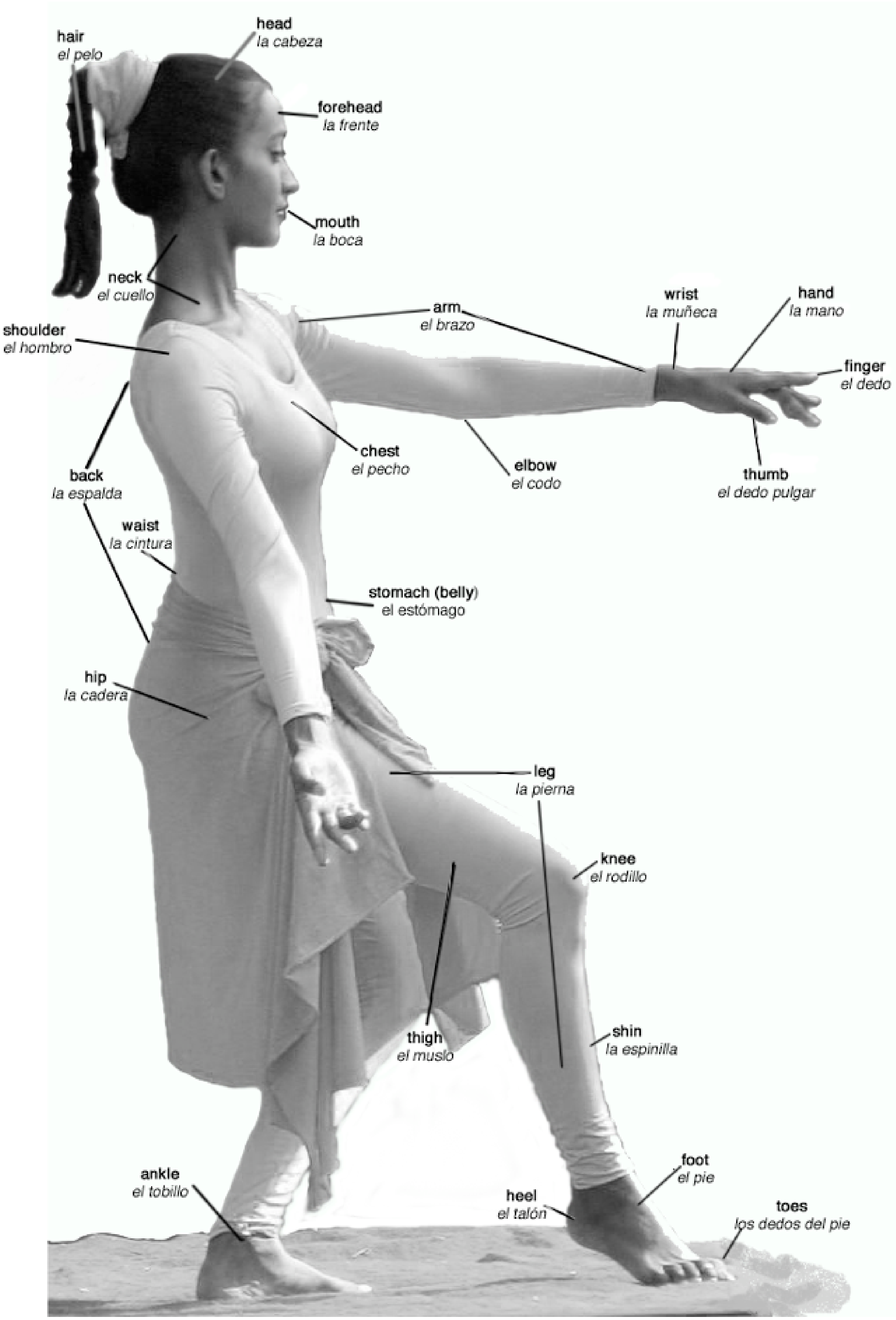
outside
afuera



the stairs
la escalera

Developed by J.D. Alexander
2007

The Body
el cuerpo



Developed by J.D. Alexander
2007

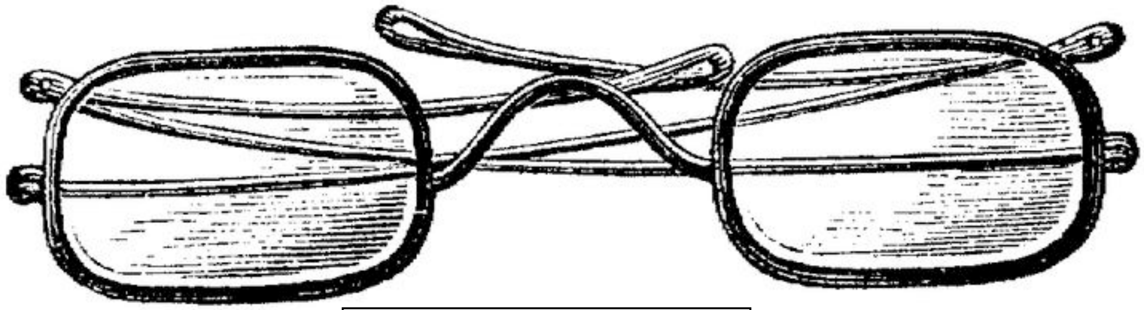
The Body
el cuerpo

Parts of the face
partes de la cara



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The Body
el cuerpo



glasses

los anteojos

Feelings
sentidos



cold
She feels cold in the snow.
frío
Ella tiene frío en la nieve.



confused
He is confused.
confundido(a)
Él está confundido.



happy
She smiles because she is happy.
feliz
Ella sonríe porque está feliz.



hot
She feels hot.
calor
Ella tiene calor.

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2007

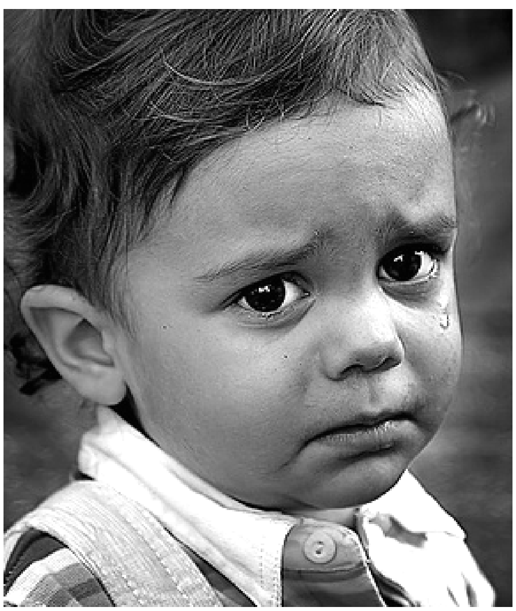
Feelings
sentidos



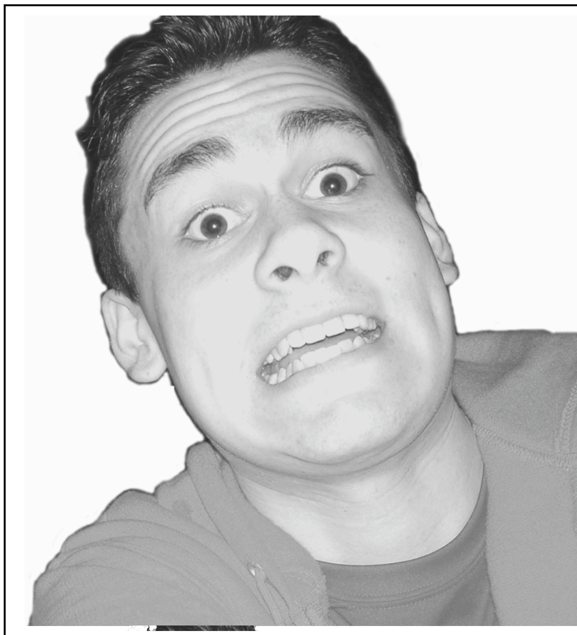
hungry
When you are hungry, you want to eat.
hambre
Cuando tienes hambre, quieres comer.



mad (angry)
He is mad.
enojado(a)
Él está enojado.



sad
He is crying because he is sad.
triste
Él está llorando porque está triste.



scared
He is scared.
miedo
Él tiene miedo.

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2007

Feelings
sentidos



surprised
She is surprised.
sorprendida(o)
Ella está sorprendida.



thirsty
When you are thirsty, you want to drink.
sed
Cuando tienes sed, quieres beber.



tired
A tired person needs to sleep.
cansado(a)
Una persona cansada necessita dormir.

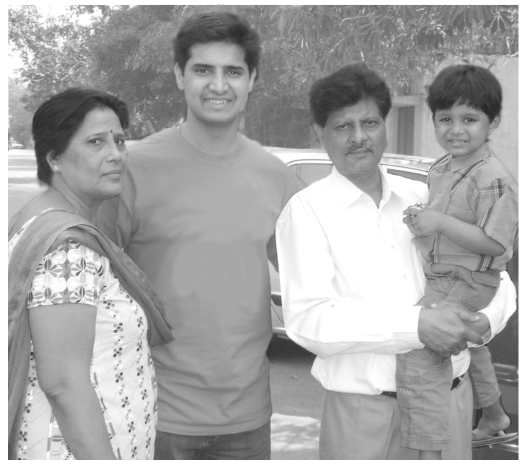


worried
They are worried.
preocupado(a)
Ellos están preocupados.

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Family
la familia





mother, daughter, grandmother
The mother is the daughter of the grandmother.
madre, hija, abuela
La madre es la hija de la abuela.

brother, father, son
The brothers are sons of their mother and father.
hermano, padre, hijo
Los hermanos son hijos de su madre y su padre.



cousins, grandfather, parents
Cousins have the same grandmother or grandfather but different parents.
primos, abuelo, padres
Los primos tienen la misma abuela o abuelo, pero padres diferentes.

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2007

Family
la familia



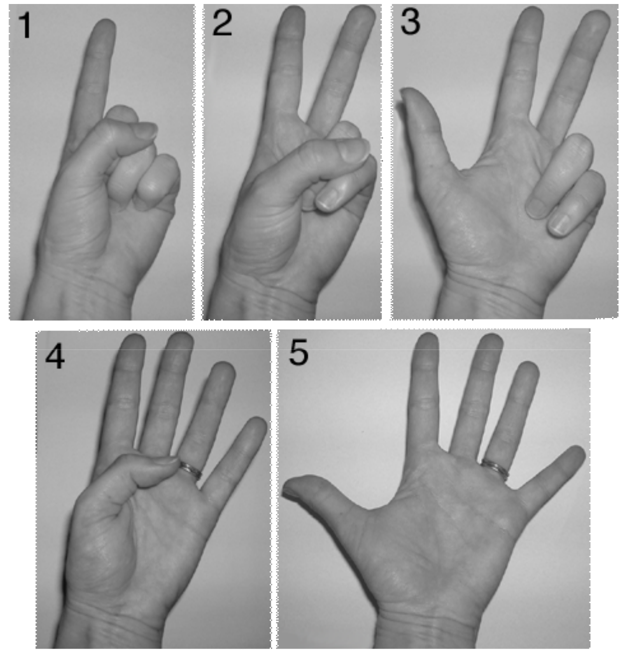
uncle, sister, baby
The men are the uncles of their sister's baby.
tio, hermana, bebé
Los hombres son los tios del bebé de su hermana.



aunt, niece, nephew
My aunt has one niece and one nephew.
tia, sobrina, sobrino
Mi tia tiene una sobrina y un sobrino.

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2007

Verbs (actions)
verbos (acciónes)



to count
It's possible to count to five on one hand.

contar
Es posible contar cinco en una mano.



to finish
She is proud that she has finished.

terminar
Ella está orgullosa de haber terminado.



to line up
Please line up, students.

hacer una fila
Por favor hagan una fila, estudiantes.

Developed by J.D. Alexander
2007

Verbs (actions)
verbos (acciónes)



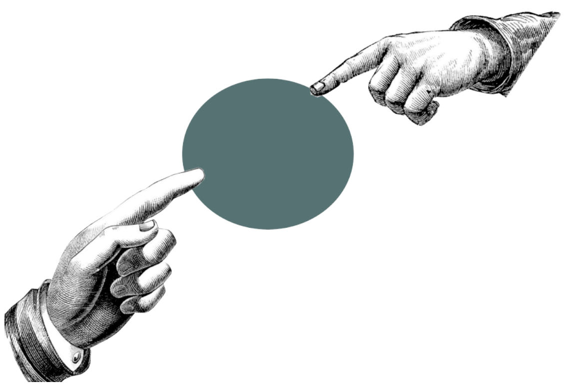
to listen
Listen to what they are saying.

escuchar
Escuche lo que están diciendo.



to look
The girl is looking at the starfish.

mirar
La niña está mirando la estrella de mar.



to point
The hands point to the circle.

señalar
Las manos señalan el círculo.

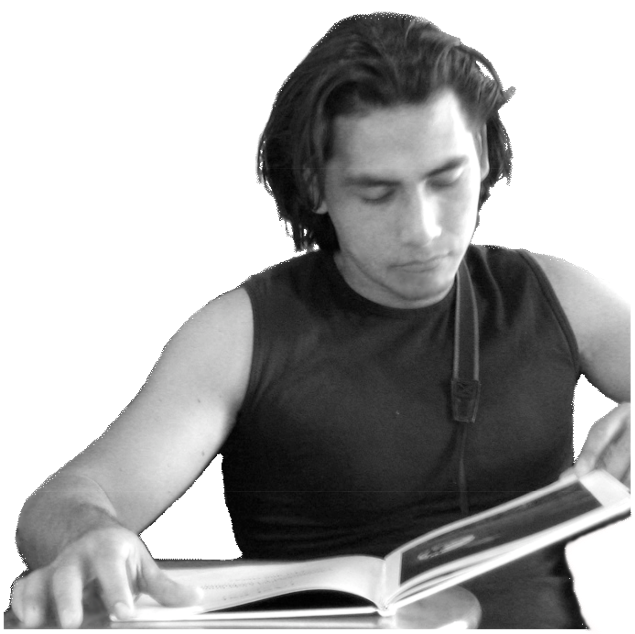
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2007

Verbs (actions)
verbos (acciónes)



to raise
Raise your hand.

levantar
Levante la mano.



to read
He reads his book.

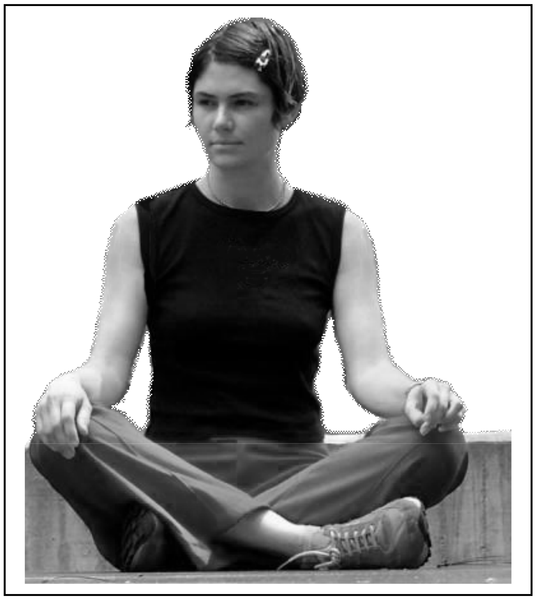
leer
Él lee su libro.



to share
The friends share the drink.

compartir
Las amigas comparten la bebida.

Verbs (actions)
verbos (acciónes)





to sit down
The young woman sits down on the floor.

sentarse
La joven se sienta en el piso.

to sit
The boy is sitting in his chair.

sentar
El muchacho está sentado en su silla.



to stop
Stop! Don't do that.

parar
¡Para! No lo hagas.

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Verbs (actions)
verbos (acciónes)





to talk
They are talking in English.

hablar
Ellos están hablando en inglés.

to think
She thinks about her answer.

pensar
Ella piensa en su respuesta.



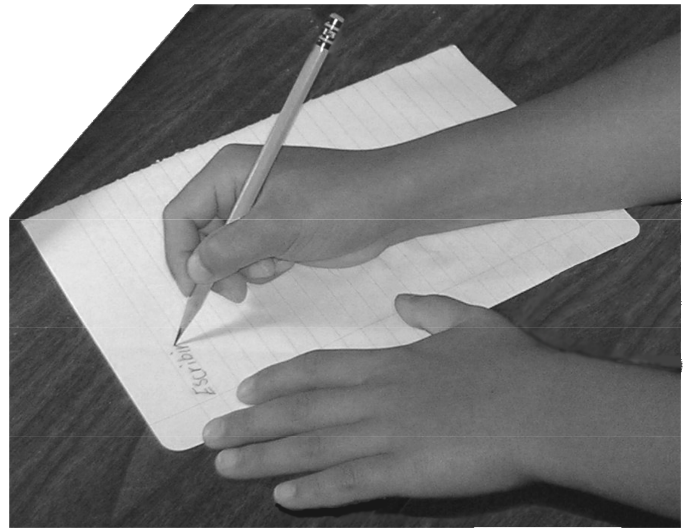
to walk
She walks in the city.

andar
Ella anda en la ciudad.

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Verbs (actions)
verbos (acciónes)





to wash
It's important to wash your hands with soap and water.

lavar(se)
Es importante lavarse las manos con agua y jabón.

to write
Write a sentence.

escribir
Escriba una oración.

Text Only
solamente texto

Asking Questions
Pedir Preguntas

How are you?
¿Cómo estás?

What happened?
¿Qué pasó?

Which do you like more?
¿Cúal te gusta más?

Who knows the answer?
¿Quién sabe la respuesta?

Whose turn is it?
¿A quién le toca?

What time is lunch?
¿A qué hora es almuerzo?

Where are the bathrooms?
¿Dónde están los baños?

Why…?
¿Por qué …? (reason)
¿Para qué …? (purpose)

How much do you need?
¿Cuánto necessitas?

Are there…?
¿Hay …?

Do you know what the teacher said?
¿Sabes lo que dijo el maestro?

When is best to call you (during the day, the afternoon, or at night?)
¿Cuándo es mejor para llamarte (por la mañana, la tarde, o la noche)?

How do you say…?
¿Cómo se dice…?

What does this word mean?
¿Qué quiere decir esta palabra?

And a few useful phrases.
Y unos frases útiles.

Repeat what you said, please.
Repita lo que dijiste, por favor.

I'm sorry, I thought you said something else.
Lo siento, pensaba que dijiste algo diferente.

Once again, slower please.
Otra vez, más despacio por favor.

Thank you very much.
Muchas Gracias.

You're welcome
De nada.

Wait one moment...
Espera un momento...

Come here.
Ven acá.

Show me what you did.
Muestrame lo que hiciste.

I need help.
Necessito ayuda.

Good morning!
¡Buenos días!

Good afternoon!
¡Buenas tardes!

Good night!
¡Buenas noches!

See you (tomorrow, Monday, later)!
¡Hasta (mañana, lunes, luego)!

Yes, no, maybe.
Sí, no, quizás.

Developed by J.D. Alexander
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Text Only
solamente texto

Numbers/ *Numeros*

zero	0	cero
one	1	uno
two	2	dos
three	3	tres
four	4	cuatro
five	5	cinco
six	6	seis
seven	7	siete
eight	8	ocho
nine	9	nueve
ten	10	diez
eleven	11	once
twelve	12	doce
thirteen	13	trece
fourteen	14	catorce
fifteen	15	quince
sixteen	16	dieciséis
seventeen	17	diecisiete
eighteen	18	dieciocho
nineteen	19	diecinueve
twenty	20	veinte
thirty	30	treinta
forty	40	cuarenta
fifty	50	cincuenta
sixty	60	sesenta
seventy	70	setenta
eighty	80	ochenta
ninety	90	noventa
hundred	100	cien
two hundred	200	dos cientos
thousand	1000	mil

Months of the year
Meses del año

Winter	invierno
December	diciembre
January	enero
February	febrero
Spring	
March	marzo
April	abril
May	mayo
Summer	Verano
June	junio
July	julio
August	agosto
Autumn (Fall)	Otoño
September	septiembre
October	octubre
November	noviembre

Days of the Week
Dias de la Semana

Monday	lunes
Tuesday	martes
Wednesday	miercoles
Thursday	jueves
Friday	viernes
Saturday	sabado
Sunday	domingo

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Text Only

solamente texto

English-español Cognates/Cognados

"Cognates" are pairs of words in different languages which are very similar in pronunciation, spelling, and meaning; this is often because they share a common origin. In English and Spanish, most cognates are due to the common influence of Latin. English and Spanish have many, many more cognates (thousands) than it would be practical to list here. These are a selection that I thought would be most useful (or most fun) for a student or classroom teacher to be aware of. A longer (but still incomplete) list of cognates can be found at the website: http://www.colorincolorado.org/pdfs/articles/cognates.pdf

It is important to know that, although they share many true cognates, English and Spanish also have some words that look similar, sound similar, may have similar roots, but have come to mean very different things in each language. Probably the most classic example of such false cognates is the **embarassed**/*embarazada* pair. In English, **embarassed** means to be "painfully self-conscious, ill at ease, ashamed, or humiliated." In Spanish, *embarazada* means pregnant. It can be very embarassing to use a false cognate. Fortunately, there are not nearly so many false cognates as there are true ones. There are less than 200 of these *falsos amigos*—a list of most of them can be found at the website: http://www.platiquemos-letstalk.com/Extras/Articles/FalseCognates/FalseCongnatesMain.htm

English	español
A	
accident	accidente
activities	actividades
actor	actor
(to) admit	admitir
adult	adulto
air	aire
allergic	alérgico(a)
animal	animal
attention	atención
automobile	automóvil
B	
baseball	beisbol
bicycle	bicicleta
C	
cable	cable
camera	cámara
cause	causa
center	centro

English	español
chocolate	chocolate
circle	círculo
class	clase
coast	costa
color	color
common	común
complete	completo(a)
company	compañia
concert	concierto
construction	construcción
(to) continue	continuar
curious	curioso(a)
D	
December	diciembre
(to) decide	decidir
(to) depend	depender
(to) describe	describir
(to) determine	determinar
different	diferente
dinosaur	dinosaurio

Text Only
solamente texto

English	español
direction	dirección
(to) disappear	desaparecer
discrimination	discriminación
(to) discuss	discutir
distance	distancia
doctor	doctor
dollar	dólar
double	doble
dragon	dragón
E	
electric	elétrico(a)
energy	energía
(to) enter	entrar
(to) examine	examinar
explosion	explosión
extra	extra
F	
family	familia
famous	famoso(a)
fascinate	fascinar
favorite	favorito(a)
finally	finalmente
fruit	fruta
G	
garden	jardín
golf	golf
gorilla	gorilla
group	grupo
H	
history	historia
honor	honor
hospital	hospital
hotel	hotel
hour	hora
I	
idea	idea
(to) imagine	imaginar
immediately	immediamente
immigrants	immigrantes
important	importante
incredible	incredible

English	español
independence	independencia
information	información
insects	insectos
(to) insist	insistir
intelligent	intelegente
interesting	interesante
(to) interrupt	interrumpir
introduction	introducción
L	
lemon	limón
lesson	lección
line	línea
lion	león
list	lista
M	
machine	máquina
magic	magia
map	mapa
memory	memoria
metal	metal
million	millón
minute	minuto
moment	momento
much	mucho
music	música
N	
natural	natural
no	no
normal	normál
nervous	nervioso(a)
O	
(to) obey	obedecer
object	objecto
ocean	océano
office	oficina
P	
park	parque
part	parte
patience	paciencia
perfect	perfecto(a)
permanent	permanente

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English	español
photograph	fotografía
piano	piano
pirate	pirata
pizza	pizza
planet	planeta
plans	planes
plants	plantas
plate	plato
(to) practice	práctica
(to) prepare	preparar
(to) present	presentar
problem	problema
professional	profesional
R	
radio	radio
restaurant	restaurante
rich	rico(a)
rock	roca
S	
secret	secreto
special	especial
stomach	estómago
(to) study	estudiar
surprise	sorpresa
T	
telephone	teléfono
television	television
terrible	terrible
tomato	tomate
totally	totalmente
traffic	tráfico
(to) trap	atrapar
U	
uniform	uniforme
V	
vegetables	vegetales
version	versión
(to) visit	visitar
(to) vote	votar

Cognate Patterns

Many Spanish words that end in –*ción* have a parallel English word that ends in –**tion**. Examples: *admiración*/admiration, *celebración*/celebration, *pronunciación*/pronunciation, *sección*/section.

Spanish words that end in –*dad* often have a corresponding English word ending in –**ty**. Examples: *curiosidad*/curiosity, *posibilidad*/possibility, *realidad*/reality.

Frequently Spanish words that end in –*ia*, -*ía*, or –*io* have an English parallel ending in –**y**. Examples: *familia*/family, *memoria*/memory, *necesario*/necessary, *vocabulario*/vocabulary.

The Spanish ending –*oso(a)* for adjectives corresponds to the English adjective ending –**ous**. Examples: *famoso*/famous, *generoso*/generous, *misterioso*/mysterious, *nervioso*/nervous.

Many Spanish adverbs ending in –*mente* correspond to English adverbs ending in –**ly**. Examples: *correctamente*/correctly, *exactamente*/exactly, *frecuentamente*/frequently, *perfectamente*/perfectly, *rápidamente*/rapidly.

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Common Verbs/Verbos Comúnos

We use some words more than others. Using corpora (collections of written or spoken language stored electronically) researchers have created word frequency lists. According to Biber and Conrad (200) the twelve verbs that appear most frequently in the English language are: *say, get, go, know, think, see, make, come, take, want, give, and mean.* Verbs are tricky to illustrate in general, and many of these very useful verbs were beyond my ability. However, because they are so useful, I have included here a list of these twelve verbs, conjugated in the different forms of the present tense (and the imperative, when appropriate) and paired each with a Spanish translation:

English / español

English		español	
TO GO		**IR**	
I go	we go	(yo) voy	(nosotros) vamos
you go	(tú) vas	(vosotros) vais	
he/she/it goes	they go	(él/ella) va	(ellos/ellas) van
Command Form:		*Imperativo:*	
Please go inside now.		Por favor, vete dentro ahora.	
Don't go!		¡No te vayas!	
TO MAKE/DO		**HACER**	
I make/do	we make/do	hago	hacemos
you make/do		haces	haceis
he/she/it makes/does	they make/do	hace	hacen
Command Form:		*Imperativo:*	
Make it tomorrow.		Haz lo mañana.	
Don't do it!		¡No lo hagas!	
TO THINK		**PENSAR**	
I think	we think	pienso	pensamos
you think		piensas	pensáis
he/she/it thinks	they think	piensa	piensan
Command Form:		*Imperativo:*	
Think about your answer.		Piensa en tu respuesta.	
Please, don't think about that.		Por favor, no pienses en eso.	
TO KNOW (A PERSON)		**CONOCER**	
I know	we know	conozco	conoces
you know		conoces	conocéis
he/she/it knows	they know	conoce	conocen
TO KNOW (A FACT)		**SABER**	
I know	we know	sé	sabemos
you know		sabes	sabéis
he/she/it knows	they know	sabe	saben

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TO SEE		**VER**	
I see	we see	veo	vemos
you see		ves	veis
he/she/it sees	they see	ve	ven

TO SAY/TELL		**DECIR**	
I say	we say	digo	decimos
you say		dices	decís
he/she/it says	they say	dice	dicen
Command Form:		*Imperativo*:	
Tell me the truth.		Dime la verdad.	
Don't tell me!		¡No me digas!	

TO GET (obtain)		**CONSEGUIR**	
I get	we get	consego	consequimos
you get		consegues	conseguís
he/she/it gets	they get	consegue	conseguen

TO COME		**VENIR**	
I come	we come	vengo	venemos
you come		vienes	vieneis
he/she/it comes	they come	viene	vienen
Command Form:		*Imperativo:*	
Come with me.		Ve conmigo.	
Don't come until 9.		No te vengas hasta las nueve.	

TO TAKE		**LLEVAR**	
I take	we take	llevo	llevamos
you take		llevas	lleváis
he/she/it takes	they take	lleva	llevan
Command Form:		*Imperativo*:	
Take your homework with you.		Lleva tu tarea contigo.	
Don't take it home.		No lo lleves a casa.	

TO WANT		**QUERER**	
I want	we want	quiero	queremos
you want		queres	queréis
he/she/it wants	they want	quiere	quieren

TO MEAN		**QUERER DECIR**	
I mean	we mean	quiero decir	queremos decir
you mean		queres decir	queries decir
he/she/it means	they mean	quiere decir	quieren decir

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